

Dr. Ridhoul Wahidi - Did Transformational and Transactional Leadership Style of Head Master Influence High School Teacher Performance?

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Did Transformational and Transactional Leadership Style of Head Master Influence High School Teacher Performance?

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ABSTRACT

Transformational leadership is described as a leadership style that can motivate employees so that they can develop and achieve high levels of performance. Transactional leadership is described as leadership that provides an explanation of what the subordinates are responsible for and the rewards they can expect if the specified standards are achieved. To improve teacher performance, a leader is needed who can apply transactional and transformational leadership styles. This study aims to determine the effect of these two leadership styles on teacher performance. By using survey methods and multiple linear regression analysis, the results showed that transformational and transactional leadership styles partially or collectively affect the performance of high school teachers in Pati district. Meanwhile, the transformational leadership style has more dominant influence on teacher performance. It is suggested to principals and teachers to apply transformational leadership styles in order to improve organizational performance.

Keywords:

transformational, transactional, leadership, performance

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INTRODUCTION

According to Asbari (2020) the existence of a leader plays an important role in an organization. The role of a leader is as a direction and goal in the future (direct setter), change agent (change agent), negotiator (spokes person), and as a coach (coach). Studies about leadership is done in various ways, depending on the methodology chosen by the researcher and the definition of leadership. Most of the leadership research includes the traits approach, leader behavior approach, leader behavior (Behavior approach), power (power-influence approach) and situational approach (situational approach). According to Achmadi (2020) and Basri (2020) Transformational leadership, described as a leadership style that can arouse or motivate employees, so that they can develop and achieve performance at a high level, more than what they previously thought (I) In addition, transformational leadership styles are considered effective in any situation and culture. According to Purwanto (2020) & Ardi (2020) Transformational leadership is described as a leadership style that can arouse or motivate employees so that they can develop and achieve high levels of performance, beyond what they previously thought. According to Nugroho (2020); Nico (2020) & Yunita (2020) Transformational leadership based on conceptual wealth, through charisma, individual considerations and intellectual

approach, leader behavior (Behavior approach), power (power-influence approach) and situational approach (situational approach). According to Achmadi (2020) and Basri (2020) Transformational leadership, described as a leadership style that can arouse or motivate employees, so that they can develop and achieve performance at a high level, more than what they previously thought (I) In addition, transformational leadership styles are considered effective in any situation and culture. According to Purwanto (2020) & Ardi (2020) Transformational leadership is described as a leadership style that can arouse or motivate employees so that they can develop and achieve high levels of performance, beyond what they previously thought.

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stimulation, is believed to be able to generate thoughts for future reach, democratic principles and transparency. Therefore it needs to be adopted into the leadership of the principal, especially in order to support school-based management or other forms of educational reforms. A change in policy direction from centralization to regional autonomy has made schools have a more significant role in determining their own policies. In schools that use a school-based management model, the leadership role of the principal in implementing reform efforts in education is very important. Without being accompanied by the leadership of the principal who is aspirational for change, the design of any ideal educational reform effort is unlikely to bring about optimal results. Transformational leadership is considered to be able to answer the challenges of implementing school-based management through three elements, namely charisma and prejudice individual, and intellectual stimulation of the principal. In the context of leadership, it is important for someone to be able to exert influence on others.

According to Fahmi (2020); Jannah (2020) & Nelvitia (2020) Transactional leadership is described as leadership that provides an explanation of the responsibilities or duties of subordinates and the rewards they can expect if the specified standards are achieved. This leadership style is open in sharing information and responsibility with subordinates. Although this openness is an important component in running an organization, this leadership is not sufficient to explain the additional effort and performance of subordinates, what a leader can actually extract from his employees. Therefore another concept is needed, so that a leader is able to explore additional efforts or performance from his subordinates. So it's not just an agreement of duties and rewards between leaders and subordinates. In transactional leadership, leaders and followers act as bargaining chips in an exchange process that involves rewards and punishments. The main idea of the transactional approach is that there is an exchange, the leader wants what the follower has and in return the

leader will give what the follower wants. Thus, transactional leaders motivate subordinates to act as expected through the determination of rewards and punishments. Transactional leadership has two dimensions which include: (a) Active, the leader monitors and looks for deviations from various rules and standards, and takes corrective action; (b) Passive, leaders intervene only when standards are not achieved.

This research focuses on the elements of transformational leadership of school principals, which can influence and improve teacher performance in schools. Performance can be defined as: (1) Perform, carry out, implement; (2) Fulfill or carry out obligations; (3) Carry out or complete responsibilities; and (4) Doing something that is expected. Performance is the result achieved or the level of success of a person in carrying out a task during the period performance compared to standards of work results, targets or targets that have been determined in advance and have been mutually agreed upon. According to Hersey and Blanchard, (1993), performance performance is a function of motivation and ability. To complete a task or job, a person must have a certain degree of willingness and level of ability. A person's willingness and skills are not effective enough to do something without a clear understanding of what to do and how to do it. Furthermore, it is said that performance is a "successful role achievement" that a person gets from his actions. This kind of research is currently very important to do in order to find alternative forms of leadership in schools. In the context of implementing school-based management, leadership at the school level is a strategic position in a school organization, this can be seen from the performance of the school principal. Two models explored in this study are the transformational leadership style and the transactional leadership style. The research problem is formulated as follows: (a) What is the leadership style of the principal? (b) Does the transformational and transactional leadership style of the principal together have a significant effect

on teacher performance? (c) Does the principal's transformational and transactional leadership style partially have a significant effect on teacher performance?

Based on the explanation above, it can be concluded that the principal's leadership style has a big role in influencing teacher performance. If the principal's leadership style tends to to a transformational leadership style that is recognized as an effective leadership style, the higher the performance of a teacher. Thus it can be said that the relationship between transformational leadership style and teacher performance is positive. The transitional leadership style that prioritizes supervision of teacher errors will not have a significant effect on teacher performance.

Based on the above explanation, the framework and hypothesis in this study are as follows:

H1: Transformational and transactional leadership styles have a significant influence on teacher performance

H2: Transformational and transactional leadership styles have a significant effect on teacher performance

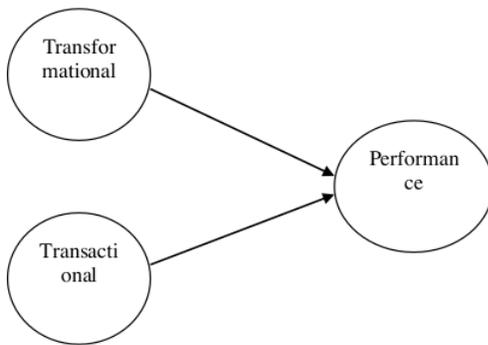


Fig 1. Research Model

METHOD

Based on the level of problem formulation, this research is a formal study where the researcher intends to test hypotheses or answer statements that have been submitted. Based on the data collection method, this research is a survey research in which the researcher distributes a

questionnaire in the form of a statement as a data collection tool. Based on the research objectives, this study is a research that aims to determine how much influence transformational and transactional leadership styles have on teacher performance. This research can be called descriptive research because in this research the researcher describes the object which will be researched. While the population in this study were all teachers of Senior High School. Meanwhile, this study did not utilize sampling techniques. This is due to the small number of respondents. The number of teachers who were members of the population was 20 people, so that all teachers were made respondents in this study. Thus this research is a population study or census, which is a study that involves the entire population.

The research variables consisted of independent and dependent variables. The independent variables are: transformational leadership style (X1), and transactional leadership style (X2). Transformational leadership style (X1) is measured through the following indicators: a) the influence of idealism / charisma b) inspirational motivation, c) intellectual stimulation, d) individual consideration. Transactional leadership style (X2) is measured based on the following indicators: a) contingent rewards, b) active-exception management, c) passive-exception management, d) laissez faire, is the respondent's opinion about how the leader releases responsibility and avoids decision making. The dependent variable (Y) is teacher performance. Teacher performance is measured based on the following indicators: a) preparation of the teaching and learning process, b) implementation of the teaching and learning process, c) attendance.

The data collected is primary data, namely data obtained directly from data sources using a questionnaire. The distribution of questionnaires was carried out using the personally administered questionnaire method (Sekaran, 2003), in which the researcher sent and took the questionnaire himself to and from the respondents. The advantage of this technique lies in the high return

rate of the questionnaire and saves costs and time. The validity test is conducted to determine the accuracy and accuracy of a measuring instrument in carrying out its measuring function. The validity test is done by calculating the Product Moment correlation (r), of each item with its total value. The criterion is if the probability (p) r count $\leq a = 0.005$, it is concluded that the item is valid (valid). The concept of reliability can be understood through the basic idea of these concepts, namely consistency. Researchers can evaluate the research instrument based on different perspectives and techniques, but fundamental questions to measure data reliability. The measurement of reliability uses a numerical index called a coefficient. Reliability testing in this study will be carried out using SPSS 13 for windows. A questionnaire is said to be reliable (reliable) if the respondent's answer to the statement is consistent or stable over time using the Cronbach Alpha reliability test formula.

This study uses descriptive statistical analysis and regression analysis to test the hypothesis. Descriptive analysis technique is to provide a descriptive description of the results of the respondents' answers to the questions posed in the questionnaire, related to the variables studied. Respondent descriptive analysis is obtained from the results of descriptive statistical analysis such as: a) frequency, b) mean (average), c) diagrams / graphs. This method also conducted by Achmadi (2020); Basri (2020); Bahdin (2020); Bernarto (2020); Cahyono (2020); Pramono (2020); Kadiyono (2020); Kartika (2020); Fahmi (2020); Jannah (2020); Nelvitia (2020); Sartika (2020); Vizano (2020); Sena (2020); Nugroho (2020); Nugroho (2020); Nico (2020) : Yunita (2020); Purwanto (2020) & Ardi (2020). Descriptive analysis is used to answer the research problem of how the leadership style of the headmaster of Senior High Schools. Statistical analysis technique: the statistical analysis technique used by researchers is multiple linear regression analysis. The steps for the regression are as follows:

$$Y = \alpha + b_1 X_1 + b_2 X_2 + e \quad (1)$$

Where :

Y = Teacher performance

X_1 = transformational leadership style X_2 = transactional leadership style b_1, b_2 = regression coefficient

α = Constant

e = Default error / bully error.

The limitations of this study are: 1) the number of respondents who were the subject of the study was very few (18 teachers), 2) data collection only used the questionnaire technique, where this technique has the disadvantage of bias towards the intent of the statements in the questionnaire. different perceptions between respondents and researchers, 3) this study did not conduct a small sample test to test the validity of the statements found in the questionnaire so that there are several statement items that must be dropped because they do not valid.

RESULT AND DISCUSSION

For the purposes of analysis of respondents' responses, a measurement scale of 1 - 5 is used. To determine the average value of each respondent on the statement items, it is done by adding up the value of the answer divided by the number of items or indicators in each. variable. Interval class determination using a formula; (Highest Score - Lowest Score): Number of classes, so you get a score of 0.8. Based on the class interval, the value limits of each class are known. The Likert measurement of transformational leadership style consists of twenty statement items with a measurement scale of 1 - 5.

Multiple linear regression analysis is used to test the hypothesis that has been made. H1: Transformational and transactional leadership styles together have a significant effect on teacher performance in, and H2: Transformational and transactional leadership styles partially have a significant effect on teacher performance. To see the effect of independent variables on the dependent variable, multiple linear analysis is used.

Table 1. Model Summary

	Adjusted		Std. Error of	
1	.661a	.397	.269	.42805

Table 2. ANOVAb

		Sum of			
1	Regression	1.608	2	.804	4.575
	Residual	2.754	15	.148	
	Total	4.443	17		

Table 3. Coefficientsa

		Unstandardized			Standardized			
1	(Constant	1.441	.769	.469	1.767	.069	.502	.507
)	.445	.199	.333	2.208	.083	.440	.386
	MEANX	.260	.172		1.602	.162		
	1							
	MEANX							
	2							

From multiple linear regression analysis, the results:

1) constant (a): 1,441 indicates the size of the dependent variable, namely teacher performance (Y) which is not influenced by the variables of transformational and transactional leadership styles; 2) 1 = 0.445, meaning that if the transformational leadership style variable has increased by one unit value, it will increase teacher performance by 0.445 units of value, assuming other independent variables, in a constant state; 3) 2 = 0.206, meaning that if the transactional leadership style variable has increased by one unit value, it will increase the individual's performance by 0.206 units of value, assuming other independent variables, in a constant state. Furthermore, from Table 5 it is known that the correlation of the observed value and the predicted value of the dependent variable is 66.1% ($R = 0.661$), this indicates that transformational and transactional leadership styles have a sufficient correlation / correlation to the teacher performance variable. The value of R^2 shows a value of 0.379 or 37.9%, this means that the variation of the independent variables in this study, namely transformational

and transactional leadership styles, is able to explain 37.9% of the variation in change teacher performance, while the remaining 62.1% is explained by other independent variables outside the model. The F test is used to test the effect of the independent variables together on the dependent variable. The calculation of significance in the F test is calculated based on F count and with a significance of 0.05 (5%). If the resulting F count is greater than F Table with a significance level below 0.05, it means that all independent variables together have a significant influence on the dependent variable.

Based on the results of multiple linear regression analysis, F count is 4.575, it is concluded that H_0 is rejected and H_1 is accepted, this is because and the significance value of F is smaller than 0.05 (0.028 < 0.05). Thus transformational and transactional leadership styles together have a significant effect on teacher performance. The t test is used to see the effect of each independent variable partially on the dependent variable. The transformational leadership style variable gives a coefficient value of 0.454 with a t count of 2.280 which is greater than the t table of 2,101. and the t

significance level is less than 0.05 (sig.t = 0.038 < 0.05), then H₀ is rejected and H₁ is accepted at the 5 percent significance level. Thus it can be concluded that the transformational leadership style partially has a significant effect on teacher performance. The transitional leadership style variable has a coefficient value of 0.260 with a t count of 1.620 which is smaller than the t table of 2.101 and a significance level of t greater than 0.05 (sig.t = 0.126 > 0.05) so H₀ is accepted and H₁ is rejected at a significance level of 5 percent. It is concluded that partially the transactional leadership style has an insignificant influence on the performance of the teachers at Senior High School. Thus Hypothesis 2 (H₂) is partly accepted and partly rejected. The partially transformational leadership style has a significant effect on teacher performance, while the transactional leadership style has a partially insignificant effect on the performance of the teachers. Meanwhile, when viewed from the partial determination coefficient (r²), it can be seen that transformational leadership style has a dominant influence on teacher performance, with a score of r² of 0.507.

This study aims to test transformational and transactional leadership styles partially and simultaneously have a significant effect on teacher performance. After going through the analysis process, several research results were obtained which will be discussed. Based on the results of the analysis of respondents' responses and multiple linear regression, the following findings were found: The principal showed a transformational leadership style. Transformational leader encourages subordinates to have a vision, mission and company goals, encourages and motivates subordinates to show maximum performance, encourages subordinates to act critically and solve problems in new ways and treat employees individually. As a consequence, the subordinates will respond by showing maximum work results. This is shown from the results of the analysis of the responses of respondents who are in the agreed category to the statements in the transformational leadership style questionnaire. Transformational

leadership style and transactional together have a significant effect on the performance of teachers. Thus the first hypothesis of this study is proven to be true. The transformational leadership style partially has a significant effect on the performance of the teachers. The transactional leadership style partially has no significant effect on the performance of the teachers. Thus the second hypothesis of this study is partly proven to be true. Based on the results of the research analysis that has been concluded, the researcher can provide suggestions that can be useful for the parties concerned. Based on the research results, the principal has demonstrated a transformational leadership style that has been shown to have a positive impact on teacher performance. The principal's transformational leadership style needs to be improved in the future because this variable is the dominant variable that affects teacher performance. Principals and teachers need to undergo style training transformational leadership to understand more about transformational leadership styles. The next researcher can anticipate the limitations of this study by increasing the number of respondents, adding to the research object, using the interview method when collecting data. Subsequent researchers can also add independent variables that are believed to affect teacher performance such as job satisfaction, work environment and organizational commitment.

According to Kartika (2020); Fahmi (2020); Jannah (2020) defines transformational leadership as a form of leadership where people engage with others and create relationships that increase motivation and morality in leaders and followers. Asbari (2020) states that the interaction between a leader who has a transformational leadership style and his subordinates is characterized by the size or size of the influence the leader exerts on his subordinates to change. Leaders who apply this type of transformational leadership will tend to spur their followers to produce work beyond what is expected, namely by changing the vision, becoming an example, providing support, and stimulating the desire to change for the better.

Followers have trust, admiration, loyalty, and respect for their leader, so they will easily do more work than expected. Leaders transform and motivate followers using charisma and intellectuality.

According to Yunita (2020); Purwanto (2020) & Ardi (2020) state that leaders have direct power that is able to have an extraordinary impact on followers. Leadership is a process where individuals are able to influence and move group members in achieving common goals, so that the leadership style of managers will greatly determine how teachers behave. Transformational leadership as described by Asbari (2020) is a leadership style that emphasizes the process by which people engage with others and create relationships that increase motivation in both the leader and the followers. Leaders who use a transformational leadership style tend to pay more attention to their followers. In addition to the type of leadership, several studies also show that job satisfaction has a positive and significant influence on Organizational Citizenship Behavior, so it is considered very important for organizations to pay attention to the job satisfaction of their members. Job satisfaction is a person's emotional response to work situations and conditions in the form of dissatisfaction, or a sense of satisfaction

CONCLUSION

The results showed that transformational and transactional leadership styles partially or collectively affect the performance of high school teachers in Pati district. Meanwhile, the transformational leadership style has more dominant influence on teacher performance. It is suggested to principals and teachers to apply transformational leadership styles in order to improve organizational performance. Transformational and transactional leadership styles have a significant influence on teacher performance. Transformational and transactional leadership styles have a significant effect on teacher performance. Transformational leadership as a form of leadership where people

engage with others and create relationships that increase motivation and morality in leaders and followers. The interaction between a leader who has a transformational leadership style and his subordinates is characterized by the size or size of the influence the leader exerts on his subordinates to change. Leaders who apply this type of transformational leadership will tend to spur their followers to produce work beyond what is expected, namely by changing the vision, becoming an example, providing support, and stimulating the desire to change for the better. Followers have trust, admiration, loyalty, and respect for their leader, so they will easily do more work than expected. Leaders transform and motivate followers using charisma and intellectuality. Leaders have direct power that is able to have an extraordinary impact on followers. Leadership is a process where individuals are able to influence and move group members in achieving common goals, so that the leadership style of managers will greatly determine how teachers behave. Transformational leadership as described a leadership style that emphasizes the process by which people engage with others and create relationships that increase motivation in both the leader and the followers. Leaders who use a transformational leadership style tend to pay more attention to their followers. In addition to the type of leadership, several studies also show that job satisfaction has a positive and significant influence on Organizational Citizenship Behavior, so it is considered very important for organizations to pay attention to the job satisfaction of their members. Job satisfaction is a person's emotional response to work situations and conditions in the form of dissatisfaction, or a sense of satisfaction

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